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ABSTRACT

The Enneagram is a model of human consciousness. It describes each of the nine strategies that people adopt to understand the world and others. This guidebook is intended to be used with the video of the same name, which describes the nine perspectives on learning. The book provides a Type-related context to the comments made by the students on the video. The reader will find background information to the video: brief introductions to the system, to the Types, and to the three centers of inner perception. The placement of attention of each Type are examined; these Types are intrinsically related to learning style. For those with knowledge of the system, this book is a useful illustrative guide to the video. For those who do not know the system well, but want to introduce the Enneagram to others, this guidebooks is a simple first step. Those unaware of the system should consult with the author before using the video and this book. The common vocabulary and common framework provided by the Enneagram makes it particularly effective in the classroom in understanding teaching styles, learning styles, and with communication in general. (RJM)

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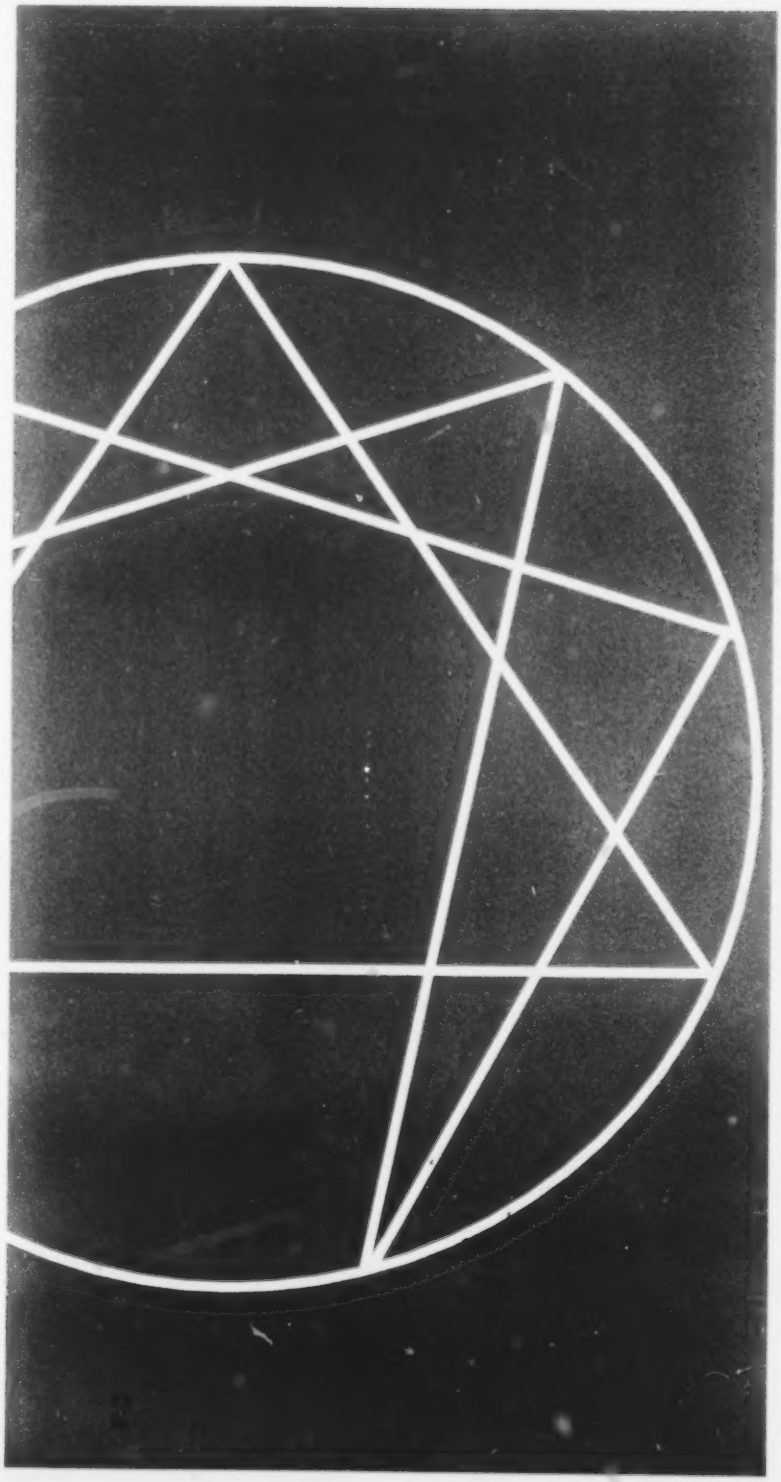
Nine Perspectives On What Motivates Learning

A Companion Guidebook to the Video: Demonstrating Learning Motivations in Adolescents Using the Enneagram



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Janet Levine

Nine Perspectives On What Motivates Learning

A Companion Guidebook to the Video: Demonstrating Learning Motivations in Adolescents Using the Enneagram

Janet Levine

The Author

Janet Levine has fifteen years classroom teaching experience, and currently teaches at Milton Academy. She is also a facilitator and trainer with sixteen years experience in the field. The author of *Inside Apartheid*, the political memoir of her role in the anti-apartheid struggle, she is a free lance journalist and frequent public speaker.

She has helped build and administer a range of both private and public sector organizations. She uses the Enneagram to empower individuals and organizations. In the classroom she uses it as a communication tool and to help teachers and students to understand themselves and one another in a common framework. She works with individuals, creates team-building opportunties, and she leads workshops. She is certified to teach the Enneagram by Helen Palmer.

Workshops, Training, Consulting

Janet Levine, is available to lead workshops, train, consult, and to teach this system. (For example, *Workshop: How Students Learn*). She guides individuals and organizations to use the Enneagram in the most responsible and effective format for their needs.

Development of Materials

Further development of materials with applications to education and related fields are part of an ongoing commitment to spread knowledge of the Enneagram system. Feedback is welcome and will enhance future materials. For further information contact Janet Levine at 230 Atherton Street, Milton, MA 02186.

Order Information

For additional copies of this guidebook, and the companion video, please contact: Janet Levine, 230 Atherton Street, Milton, MA 02186 Phone/Fax: 617- 333-0559 (Order form at back of book.)

Disclaimer:

Janet Levine, producer of the video, *Nine Perspectives on What Motivates Learning* and author of this companion guidebook, has used her best efforts in producing these materials. She makes no warranty of any kind, expressed or implied, with regard to the information and suggestions made therein. She shall not be liable in any way for any consequences arising out of the use of the information contained in either the video or the guidebook.

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Acknowledgments

Helen Palmer, a leading international teacher and best-selling author on the Enneagram, developed the original work on the focus of attention of each Type described in both this guidebook and the companion video. The author is deeply grateful to her for her counsel and camaraderie. The author also thanks **Edwin Fredie,** Head of Milton Academy, for his support and encouragement.

MILTON ACADEMY

Milton Academy
Massachusetts

December 1994

Among the many issues in the current debate on education, a priority of great concern to me is how we can make students actively engaged learners and motivate them to accept responsibility for their own education. It seems to me that one step may be to help them develop a sense of themselves, a sense of understanding their motivations, of beginning to see the patterns behind their thoughts and actions.

At Milton Academy, knowing the impact of what we do stretches far and wide, we try to provide a model of challenging and innovative education. Over the past year, in the spirit of innovation, one of our teachers, Janet Levine, has introduced the Enneagram into our community.

Janet has introduced the system to the faculty, conducted a workshop for our Administrative Board, and used it in the classroom. One of the fruits of her efforts is the video filmed at Milton, "*Nine Perspectives on What Motivates Learning*", to which this guide book is a complement.

No-one claims that there is any one answer to all the problems of education, but Janet believes that the application of the Enneagram in the classroom gives to adolescents and those who teach and guide them, crucial insights of themselves as individuals.

Janet Levine is herself a fine educator, with a reputation for innovation and challenge in her classroom. An author, she has a strong background in communication with a long career as a free-lance journalist that began in her native South Africa, and which has included electronic and print media in this country.

It will be interesting to see the path the Enneagram takes in the educational field and beyond.

Edwin P. Fredie, L.L.D
Headmaster

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Background Notes on How the Video was Filmed

Milton Academy

The Video

The video demonstrates nine perspectives on what motivates learning. The exemplars, 16 year old high school juniors, attend Milton Academy in Milton, Massachusetts. Milton Academy is an independent school of 680 students. The student body comes from 34 states and 22 countries. Milton provides a rigorous academic program.

The video was initially shown at the First International Enneagram Conference at Stanford University in August, 1994. It was part of a presentation by Janet Levine in the education track and titled, *The Enneagram: Classroom Applications.*

Background to the Exemplars

The exemplars are drawn from one class section of 14 students. In May, 1994 they were taught two introductory classes of fifty minutes each on the Enneagram. Subsequently each student had a forty five minute Typing session, after which they undertook to read the descriptions in Helen Palmer's book: *The Enneagram* of three Types assessed as being relevant to them. Before the students were filmed for the video, they verified their Type through the reading and had a further thirty minute session discussing Type-related issues.

Video Production

The shooting was done over a two week period. One of the students did the camera work. There was no script. Each exemplar was on camera for fifteen minutes. What you hear and see on the video are the spontaneous responses of the students, their own thoughts on what motivates them to learn. The video was made in the Oral Tradition teaching of the material — learning from the Types themselves. Seeing and hearing the differences among us reveals the depth and accuracy of the system.

On the Types

All the Types share common elements of the human condition: anger, fear, love, need for security, so on. But, these elements play themselves out differently for each Type. For example, Nines, Sixes and Ones procrastinate. Nines procrastinate because there is no inner drive or motivation to begin a project, Sixes procrastinate because they think once they complete a project and put it out in the world, they will become a target, while Ones procrastinate because it is difficult to find a point of completion for a project which they believe can never be perfect, but can continuously be reworked to bring it closer to perfection. This sense of incompletion influences Ones motivation for learning.

How to Use this Guidebook

This guidebook is intended to be used together with the video of the same name. The video describes nine perspectives on learning. The book provides a Type-related context to the comments made by the students on the video. In it you will find background information to the video: a brief introduction to the system, to the Types, and to the three centers of inner perception. It highlights the concept of the placement of attention of each Type which is intrinsically related to learning style.

For those with knowledge of the system this is a useful illustrative guide to the video. To those who do not know the system well, but want to introduce the Enneagram to others, this guidebook is a simple first step. For those who do not know the system at all, before using the video and this book, it is best to consult with the author.

There is much more to know and to learn about the system. The Enneagram is not about putting individuals in boxes. It describes nine strategies. We all adopt one of them in early childhood, that strategy becoming our personality.

The Enneagram is a model of human consciousness. Learning the accurate and detailed information it gives us about ourselves and the other eight types with whom we share our world, enables us to grow as individuals, to understand one another, and to work together effectively. The common vocabularly and common framework provided by the Enneagram makes it particularly effective in the classroom in understanding teaching styles, learning styles, and with communication in general.

If you want to know more about the Enneagram suggested further reading are the books by Helen Palmer - *The Enneagram: Understanding Yourself & The Others in Your Life* and *The Enneagram in Love and Work* (both published by HarperCollins.) Attending workshops and contacting a certified Enneagram teacher in your area for classes and one-on-one coaching can also further your knowledge.

(For information on teachers using the Oral Tradition of the system contact Janet Levine.)

The Enneagram

The Enneagram is a model of human consciousness — in Greek 'ennea' means nine and 'gram' means graph. The system describes nine categories of personality based on human psychology, explaining how we think and how we feel. The Enneagram of personality types describes normal and high functioning people. In Enneagram theory we adopt our Type — both the negative and the positive aspects — in early childhood and usually our Type serves us well.

Once we have identified our Type, through self-observation and perseverance we can develop our strengths and modify our less desirable traits. A Three, for example, will always remain a Three, but Threes can modify their obsession with image and appearances to let a more authentic sense of self emerge. Three's can modify their drive to get the job done at all costs to take heed of personal feelings and the input and concerns of others involved in the project.

The Enneagram is a powerful tool for, among other uses, understanding why we learn in the ways we do, or why we teach in the ways we do. Among its many other applications are enhancing communication skills, team building, working in groups, motivational and other training.

The Enneagram was first taught in the United States in 1971. Since then it has found its way into seminaries, post-graduate university classrooms and increasingly into public and private organizations, businesses and corporations. It has been taught as a study for personal growth purposes for many years.

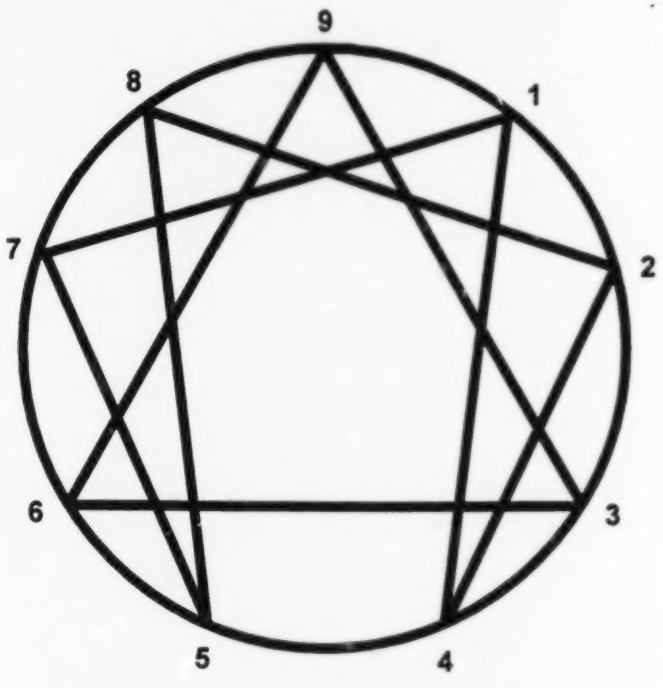
In August, 1994, the First International Enneagram Conference was held at Stanford University, Palo Alto, California.

The Oral Tradition

The Oral Tradition is the name given to a specific way of teaching this material. The oral tradition is an interaction between speakers and listeners, who in the exchange become both teachers and learners. In 1972, the first teacher of the Enneagram in the United States, Claudio Naranjo, pioneered the method of using the oral tradition to teach the Enneagram. Helen Palmer further enhanced this methodology by evolving the use of panels — groups of same Type exemplars. Teachers trained in the Palmer method use carefully researched questions and descriptors of each Type, to guide the panelists to describe and to explain the intricacies of emotions and thought patterns of their Type.

The companion video to this guidebook uses the Oral Tradition of the Enneagram. On the video we hear exemplars of each Type describe their motivations for learning.

Nine Types



Head/Mind (Fear)

Point Seven
Experience for its own sake
Equalizes authority
Many interests, experiences, enjoyments

Point Six
Probing mind-splits attention
Security through verification
Strong imagination - looks for hidden motives

Point Five
Hoards (for instance) emotions
Moves away from people
Intellectual activity - thinking and fantasizing replaces actions

Belly/Body (Anger)

Point Eight
Takes firm stands (moral truth)
Forthright and combative
Dislikes being misunderstood or being the underdog

Point Nine
Lacks an ability to prioritize
Avoids conflict
Takes on others' agenda, at cost of own

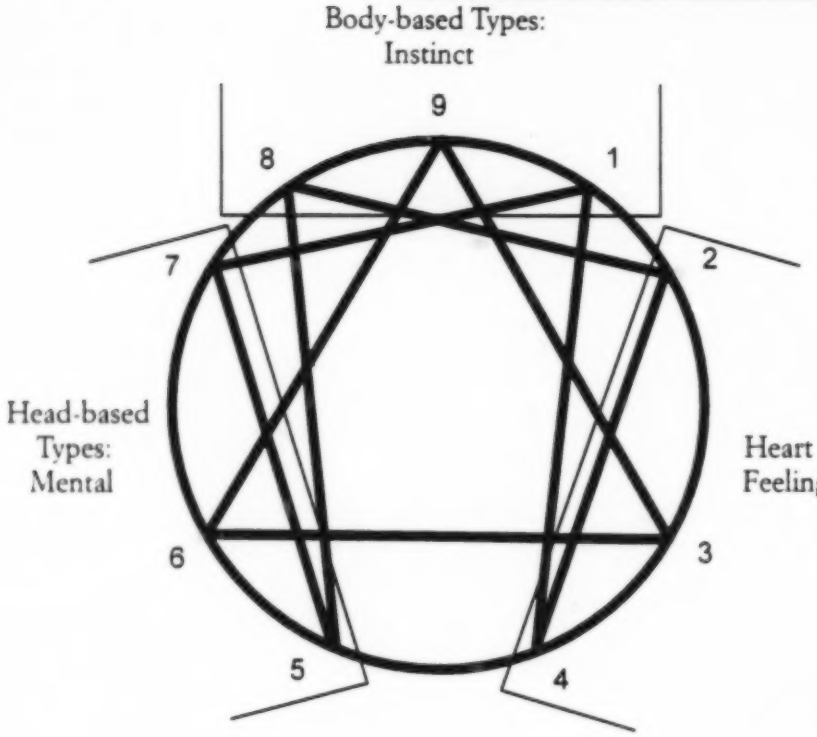
Point One
Judges self: constant self-criticism
. Overly controlling: sense of one right way
Work before play

Heart/Emotion (Image)

Point Two
Alters to meet others' need
Pride in understanding and sharing
Moves toward people - reaches out

Point Three
Identification with own agenda
Image: looking and acting the part
Importance of achieving goals (future oriented)

Point Four
Seeks out authenticity
Values artistic expression
Emotional context important



Placement of Attention

Core Types
#3 Feeling Mode
#6 Mental Mode
#9 Body-based Mode

Mental, Body-based, Feeling Modes

Enneagram theory states that each individual has access to all three placements of attention, but one mode predominates. The dominate mode can be identified by each Types position on the diagram.

For the three Enneagram Types [5,6,7] whose predominant mode is mental, the realm of the mind is where they are most comfortable: living in the imagination, conceptualizing, fantasizing, thinking things through, analyzing, forming contexts, deciding, synthesizing, are all based on mental activity.

For the three Enneagram Types whose predominant mode is body-based [8,9,1], the body is the place from where they can physically sense their relationships to others and to their world. Instinct, "gut" feelings and non-verbal clues are important to body-based Types in all their interactions, and in how they learn.

For the three Enneagram Types whose predominant mode of learning is emotional [2,3,4], they are activated by feelings. They have defenses marshalled around their feelings, but also use their feelings to open themselves to others and to the deepest parts of themselves. Giving and gaining approval drives the emotional Types (it is a factor in how they learn.) They are aware of the feelings of others, and of how they are being perceived.

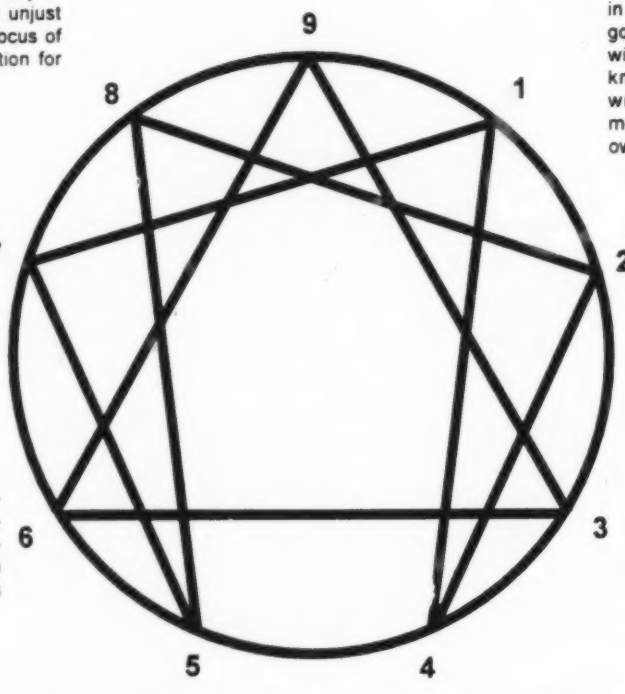
The Nine Personality Types As Learners

Focus of Attention

Nine is the core of the Anger types - Nines have forgotten themselves. Their energy and motivations arise in the outer world, not from within. Nines attention is focused on the agenda of others, this becomes a motivation for learning.

Eights live with an innate sense of power and control. Confrontation for the Eight is a way of reading the world, of establishing where the power is and of knowing who has control. Exerting control is a way of moving through an inherently unjust world. Control is the Eight's focus of attention, part of their motivation for learning.

Ones live in a world where a sense of inner direction drives them to achieve. They seek an unattainable perfection in the world. The focus of attention goes to trying to make it right. Ones live with an inner sense of judging; of knowing what is right and what is wrong. A large part of Ones' motivation for learning is meeting their own internal standards.



Sevens are focused on future plans and pleasant options. When reality bites, Sevens escape into an inner world where there are no limits. High energy Sevens have many balls in the air. The focus of attention is on always keeping them up there.The Sevens' fascination with many ideas is a motivation for learning.

Twos struggle to identify their own needs, but instinctively know the needs of others. This is their focus of attention. In their motivation for learning, Twos require to know what others need.

Six is the core of the Fear types- here attention is focused on potential threats. Sixes scan the environment questioning and doubting: two aspects of the Six that motivates learning.

Threes are the core of the Image types always moving into action. The focus of attention for the Threes goes to tasks,to getting things done. Achieving goals is an important motivation for learning.

Fives move away from people. By detaching from the outer world and realizing their thoughts and emotions in a rich inner life, Fives keep their fear at bay. The focus of attention for Fives lies in minimizing participation, while cultivating the sense of being an observer. Observing and gaining knowledge are motivations for learning.

Fours live in a rich emotional world. They have a sense of their own uniqueness, yet, paradoxically,for Fours, their focus of attention goes not to what they have, but to what is missing. This sense of incompletion influences their motivation for learning.

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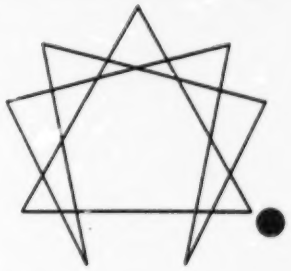
Point 3



Focus of Attention:

Threes are the core of the Image types - always moving into action. The focus of attention for the Threes goes to tasks, to getting things done.

"Achieving tasks on a daily basis is really important...I just lay down my schedule and it has to get done, regardless of what time it is, how I am feeling, or whether I'm dozing off to sleep at my computer."

Other Statements:

One of the biggest motivators is the future and what the future holds. I'm definitely a goal-orientated person in general.

Going to a good college; that's been on my mind as long as I can remember and working hard to try to get to that point is also important. Whatever I do now, whether it's soccer or speech team or getting good grades, they're all little pieces that will come together to form this big picture, they're all the blueprint of life.

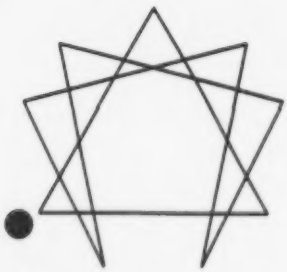
Achieving tasks on a daily basis is really important. At the beginning of this week I haven't gone to bed until three or four o'clock in the morning, not even worrying about my health, or how much sleep I'm getting. What I'm worrying about is: I've got to get this done, I've got to lay out the *Milton Paper*, I've got to finish this paper, I've got to do my math homework. I just lay down my schedule and it has to get done, regardless of what time it is, how I'm feeling, or whether I'm dozing off to sleep at my computer. It's actually funny, I'm sitting here at 3.00 am looking at myself: I'm tired. I'm probably going to get sick, but I have to finish this. And that always takes precedence over sleep, *I have to finish this.*

Failure is a word everyone wants to ignore. I will admit that at times I will fail. But I focus more on the fact that I might have failed, but it's all part of building character, building this huge picture, this blueprint of the future. Failure builds character and it also helps you; it motivates you to do better.

Many people think that people [others] who are attention grabbers, they're just showboats, they're out to make themselves look good at the expense of others. But I don't think it's necessarily negative. I think it's interesting that when I ran for head monitor and I was up there giving a speech, standing in front of 600 people, it made me feel good. All these 1200 eyes on you, it sends that feeling through you. It makes me nervous, obviously, but it gives me a feeling that is almost indescribable. Any place where you are the center of attention, it's important to me, it gives me a great sense of pride, it motivates me I suppose.

Point

6



Focus of Attention:
Sixes are the core of the Fear types - here attention focuses on potential threats. Sixes scan the environment questioning and doubting: two aspects of the Six that motivate learning.

"And so I think that in order to overcome barriers in learning I have to know I can do it. If I want to overcome an obstacle of really feeling nervous and knowing how to do something, by doing it several times, I just have to show myself I can do it."

Other Statements:

Recently, a lot of things have been going badly for me ... I feel I have gotten a thicker skin from these things and I like the feeling of having a thicker skin, because it's so important for going to college and for interacting with people here who you're not necessarily going to get along with very well.

I don't conform, I don't think; I mean of course I do, because most teenagers do in some way or other, but compared to other people I don't like the feeling of conforming.

I don't generally doubt myself too much; I mean I feel comfortable in who I am, and it's usually that I look at other people and I think, what are they doing, they're acting absolutely crazy.

The value of work for me is that I like to go through the process and to be learning as I'm doing it and to be making new realizations about the way things link together.

The reason I think that I do not have a problem with procrastination, this is really what I think, is because I've been going to Milton Academy and I've sort of been molded into: *"you get your work done."* And also my type goes to a Three, the Performer.

For the first fifteen pages I was fine, and then my mind started wandering, and it's as if I'm on two completely different levels. My mind is way out there, I'm kind of reading it, but I'm not absorbing it. I think I have trouble getting down to the work and getting it finished.

So once I get absorbed in something and I'm really commited to it and I feel a connection to the material, I can concentrate. And now I know that it's part of my type to be a procrastinator, I worry about the procrastination: I think about it, I think that I'm going to procrastinate.

In track this season, I think the reason I didn't succeed was that there was a very specific part of the race I needed to work on. In practice I never proved to myself that I could overcome this barrier in my race which was making the third lap faster. And so I think that in order to overcome barriers in learning I have to know I can do it. If I want to overcome an obstacle of really feeling nervous and knowing how to do something; by doing it several times, I just have to show myself I can do it.

In my head I feel there are several layers of what I'm thinking about. And then sometimes I'll think to myself is there any way I couldn't think about that and then I know it's going to come back again and again. I do things like that, little mind games with myself. I definitely think a lot and I don't really understand what it would be like not to think as much.

Point 9

Focus of Attention:

Nines are the core of the Anger types. Nines have forgotten themselves. Their energy and motivations arise in the outer world, not from within. The Nine's attention is focused on the agenda of others.

"You go day-by day and there's someone [teacher] pushing you every day. Usually what that person pushing me does is get me to a situation where I know if I don't work there'll be consequences or that it's an obligation I have to do something, or I'll be in trouble."

Other Statements:

I was grateful and I wanted to write a thank you letter with no one telling me to. And I was planning on doing it, and I just never got round to it. Nothing was going to happen to me and I'll probably never see her again. So it was hard for me to ... and I would think about it every once in a while ... and I'd say I'll do it later, at the end of the day; but I'll never just get up and do it.

I do like learning and I do like school and the achievement that comes with it and I like improving myself.

I didn't see any point in doing the homework, because it wasn't going to give me any answers, it wasn't going to make me better or happier in any way.

Success for me is personal satisfaction...knowing that I can be good, that I poured so much work into it and I got this direct tangible result. Overall I do want to learn everything there is in school — because obviously it's worthwhile or they wouldn't be teaching this. A lot of times I just don't have enough interest in it so that it's really the obligation of getting good grades, getting into a good college that's driving me to sit down and work.

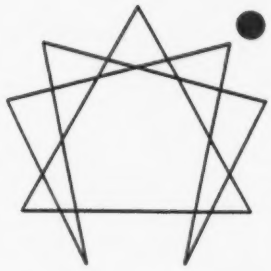
Every once in a while I do just get home and run through my assignment, while I'm fresh and energetic and then have time for other things. But usually I won't start work until dinner and then a lot of times after dinner I'll start after 8.00 p.m. and then I'll be fine; and I'll just watch T.V. for a while, or I'll sit around and wait for a while and then it gets hard.

Usually I don't pay much attention to rules and regulations because they're kind of meaningless; they don't bring happiness, or it's not going to give me anything to do certain things.

I just do what it takes to keep up a good grade and to keep being a good student. I think I'm a good student in that sense because in a way I always end up performing well. On the other hand I think that I'm not a fully achieving student. Like the other kids spend hours and hours working and I just can't even imagine it and I just don't want to do it. So I don't know if I'm a great student in terms of my potential; I could spend hours and hours more working.

Point

1



Focus of Attention:
Ones live in a world where a sense of inner direction drives them to achieve. They seek perfection in the world that is unattainable. Ones live with an inner sense of judging, of knowing what is right and what is wrong.

"I have an internal judge of what is right and what is the best thing I can possibly do and I'm always trying to measure up to that. I always have high standards of my own. It's not really other people's standards that make me work hard."

Other Statements:

I tend to work longer on things than a lot of people and pay a lot of attention to little tiny details that aren't noticeable, but are to me.

I don't start writing in a sort of haphazard fashion, the whole system of it is important.

I'm not really a collaborative worker. It doesn't really matter as much to me what other people do,as long as I'm doing the best I can - the internal judge is more for myself than anybody else. It would only be in the case if I was working on a project with somebody and they were not putting energy to my standards, into the project, then that would be a case where I would judge others, but mostly I judge myself much more than other people.

There is one way of doing things right for me. And that comes out in class too, because when it comes to participating in class I don't consider any opinion right. I know this sounds bad. And when I speak myself I only want to say things that I think are right and that's probably why I don't talk that much. I think that's a One thing to do, because everything's measured before I do it.

I put a lot of energy into small things that the normal person would never really notice that I'd done.

I have a lot of trouble producing massive amounts of work, because every little thing I do, every sentence I write I delete off the computer, because I'm constantly measuring how good things are and that sort of gets in the way of progress.

I'd say people are of secondary importance to getting the job done right. Even friends come after getting the job done for me. I have to first get my things done and then I can relax and be with my friends.

I think its necessary for people to give us Ones a certain amount of room, acknowledging the fact that we're going to be a little compulsive...that's just something perfectionists do, and it's really not something you can change a lot of and that we're just going to sometimes grate on peoples nerves, in that we have to get things done a certain way. But it's just a characteristic and it's not anything you can do anything about.

I never day dream, I'm always right on the material, underlining things, analyzing things, writing notes - I never really let my emotions take me away, that's why I don't think I'm touched by a lot of work because usually I'm thinking more about it and analyzing it than really going inside it.

Point

4

Focus of Attention:
Fours live in a rich emotional world. They have a sense of their own uniqueness, yet, paradoxically, for Fours their focus of attention goes not to what they have, but to what is missing.

"I like to have intense relationships with people but I can't do that with too many. I have a close circle of friends and it's nice to have that security, but I'm not very close to a lot of them. What pisses me off is when I find myself giving more of myself than I'm receiving. I'm very sensitive to other people and I always notice how I'm a shoulder to cry on for someone else and a lot of times no-one's there for me and that bothers me in relationships."

Other Statements:

My emotions I think do affect my work. When I'm in a good mood, when I'm feeling positive about myself and also about the materials then I do a lot better and focus more. When I'm in a bad mood I can really turn off to what we're doing and I need to put myself in a better state of mind before I can do my homework. When something is bothering me I need to sort it out even just by myself.

I really like classes that are focused around discussion, but sometimes that can also get annoying. I like to talk a lot in class, but if no-one's disagreeing, or the discussion isn't going anywhere, it doesn't feel as if we're accomplishing much. And I like it a lot when a teacher notices this and tries to steer the discussion in a way where we will accomplish what's supposed to get done.

Success is feeling comfortable with who you are and being happy about your own accomplishments regardless of what other people think, or how successful in terms of money or grades. I don't really care about grades, they're not important to me, except I do care about getting into college because I want to go to a place where I'm going to be happy eventually.

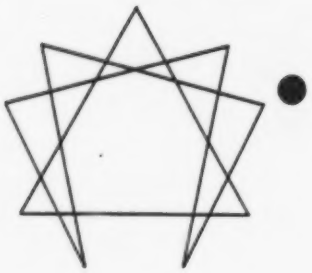
I think different ways of expression are really important: athletics for other people might be a way of expression. But I think something creative is very important for everyone to have some sort of outlet. I actually haven't written in a while and I feel sort of weird about it and I don't know if I'm ever going to start that again.

It was an obstacle for me in the class, because I found myself being competitive and I don't like that at all and that's partially why I guess I don't like having friends in my class, because before you know it you start comparing grades and then that gets important and I don't like to think of myself as a letter to somebody.

It is really important to me how people view me: I really don't like people to see me wrong. I don't like to be viewed as something that I'm not. So I try and make it really clear to people who I am. And I like to get to know people who are from all different areas in the school, socially and stuff, because I hate stereotypes and I hate being viewed as something that's wrong.

Point

2



Focus of Attention:
Twos struggle to identify their own needs, but instinctively know the needs of others. This is their focus of attention. In their motivation for learning Twos require to know what others need.

"I don't think that their [the teacher's] expectations motivate me, I think I motivate myself, but it's important for me that I uphold standards that people hold for me."

Other Statements:

I can tell what people want to hear and then I can tell them that. And I think that happens with adults also. In a sense that almost makes it easier for me to OK things that other people do, when it's really not OK with me. If they do something that gets me upset it's pretty easy for me to be understanding because I can say, "Oh well, the type of personality they are, that wouldn't really be such a big deal for them" — it's easy for me to adjust.

I get very excited when I'm motivated. When a teacher is excited about what they're teaching and that kind of transfers onto me and that is helpful.

In classes where I feel the teacher appreciates what you say or they want your opinion and there's not necessarily one right way to do something, I talk more ... so I become more involved with the class in a personal way.

In history recently we watched a movie on the Vietnam War and for me it was so hard to watch that I really wanted to get up and leave a few times, it was just very, very difficult to watch and not so much because of the war, but just seeing the kids, they were really kids before they went and how naive they were. I could relate to that in a sense. So I wrote about that because it was very significant for me.

I do try and relate (in English and history mostly) to things in my own life. Writers who influence me the most are the ones in whom I can see a sense of myself, or I can see that they understand things that I experience.

When I care about someone I care about them very, very deeply.

I think sometimes I get very, very emotionally involved in what I do. So sometimes it's frustrating when I don't do well in something that I put a lot of effort into.

Point

8

Focus of Attention:
Eights live with an innate sense of power and control. Confrontation for the Eight is a way of reading the world, of establishing where the power is, and of knowing who has control. Exerting control is a way of moving through an inherently unjust world.

"Life's a game in that there are pawns to be used and there are people who will use you, and you have to fight against that — it's a matter of being the one who moves the chess pieces, of being one of the movers and shakers, one of the people who gets things done. I want to be one of those people."

Other Statements:

If I learn, I become educated and then I can have intelligent conversations with intelligent people and survive in the world.

It's very hard for me to argue something I don't agree with. If I'm in line with that view I'm right out there, I'm arguing, I'm really letting the other side have it. For some reason I work much better that way.

But when I get behind something I'm a force — I do stuff — I'm strong, loud, boisterous, perhaps even pushy and obnoxious. But I'm there, I'm a presence.

I just started getting annoyed; like, this is dumb, we're wasting time, let's just do this. So I did it — people did what I said and it worked out.

You give a person a chance to prove that they can do the job, and if they fail, if they show that they're not capable of it then you can get rid of them ... if people are going to be weak and not able to get things done then you can't deal with that. It takes too much out of you. You have to find capable people who won't always require you to be pampering them, and [be] on their back.

I hate to be belittled, especially when I know I'm right. I hate people who argue in a way that doesn't listen to my point of view ... I hate to be not listened to. I'd rather have someone hear me and disagree than not hear me at all.

I want to avoid that sense that I haven't done it to my utmost that I haven't been able to do it right, to do it in such a way that he or she [the teacher] wants in order to get the job done, to be capable. Capable is a big word for me.

Emotionally when I feel something I feel it really strongly, just like when I'm behind something. If I feel love, I feel hate, I feel sadness. When I get into moods, I may change quickly, but while I'm in them, they're deep. When I get into something my whole self goes into that feeling.

Point 5

Focus of Attention:

Fives move away from people. By detaching from the outer world and realizing their thoughts and emotions in a rich inner life, Fives keep their fear at bay. The focus of attention for Fives lies in minimizing participation, while cultivating the sense of being an observer.

"I can get very emotional, I hide it as much as possible. There are two completely different planes for me; there's me and there's kind of me whose been rehearsed to do this ... I don't like being infront of the camera, I like to kind of hide. I can't really explain it, but I get this awful dread and I want to melt."

Other Statements:

I don't consciously get motivated to learn, but something will grab me ... if I'm taken in by something I won't stop, I like to do the whole thing and just keep going. I have to be interested, then I like to focus on one thing and just learn everything about it.

I like ideas and insights and new ways of looking at things. I like looking at things and categorizing them and systematically connecting everything else and getting this big picture and this inter-connectedness and it's really exciting.

I don't like writing prose, I can't write prose, prose gets ... too ... I get too carried away when I write prose ... I don't write structured poetry, it's more controlled because every word has to carry something and fit in and if it works right it's great; and if it doesn't ... what you can do with poetry you can write something three pages long and then condense it to a paragraph and just make it all work. You can make something that can just flow together and its just kind of got ***it.***

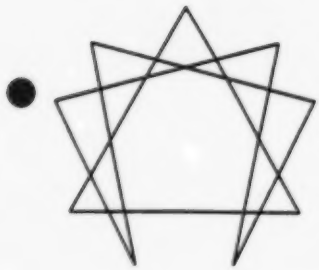
In a way its kind of fun because I can get my speech going and get out of there and kind of watch everyone in the room.

I like to know where things are and I like to look around people's houses and so I would know where absolutely everything was. Even something I wasn't supposed to know where it was, I would know. People would ask 'I wonder where this was' and I would say, I saw it in X, Y or Z and people would say 'that's interesting.'

As I say there are two planes; and people on the lower plane, I deal with them and then I get away as fast as I can. I really dislike dealing with people.

If you can get me going I will get going; if you can't, I'll say the minimum and move along.

Point 7



Focus of Attention:
Sevens are focused on future plans and pleasant options. When reality bites, Sevens escape into an inner world where there are no limits. High energy Sevens have many balls in the air. The focus of attention is on always keeping them up there.

"I draw pleasure from having a schedule which I have to adhere to. It's kind of weird, I think, but when I have things to do, places to go, people to see, I tend to get excited: 'Wow, this is pretty cool. I've got things to do, I'm not sitting around doing nothing, I'm getting involved, doing stuff.' And that's really cool, I like that."

Other Statements:

Acquiring knowledge, getting an insight and experience into what's going to help me later on in life, but it's got to be interesting. Rather than just for a grade or college. I enjoy what I'm reading, when you think about it you can learn some lessons from it ... it will help me later in life, now I have this insight into what goes on through people's minds.

For me to regard someone else as an authority figure that person has to get my respect. When I first meet somebody, it's as if 'you're just another person' and you're my equal. But if that person shows they're worthy of being an authority figure and worthy of respect and I'll really follow them and heed what they're saying.

Commitment is working hard on something, doing something. And I'll do something: write a paper, read a book, write a speech, because I want to do it, not because someone tells me to do it. I don't commit myself if I don't want to do something. A lot of times if I find it's not interesting, I'm not going to do it. There's really so much happening around in the world and life is kind of short.

When I'm really pressured I think I'll do something by myself and do it in my head and work it out. When I'm feeling secure I'm more apt to go out and talk to people and get their insight. (I'm in my head a lot, I think in my head ... I do a lot of analyzing what's going on in other people's heads, or trying to.)

I don't usually tune out in class that quickly. I have a pretty good attention span. If I'm not interested, my conscious mind switches off and I kind of withdraw a little bit. I go back into my head and start thinking about different things rather than what's going on in class.

Further Applications in the Classroom:

Knowing the System

The Teacher:

Once a teacher identifies their Type it will forever change the way they teach. Simply being aware of their own Point bias makes it immediately obvious why there are always certain students with whom they are never "on the same wave length." A Point Three teacher always focused on task and getting on with their own agenda will not reach (for example) Fours who want to process their understanding, Fives who want to acquire more knowledge before moving on, or Ones who are trying to fit the details into their "one right way" framework.

The Student:

Once a student identifies their Type it will forever change the way they learn. Simply being aware of their own Point bias makes it immediately obvious why there are always certain teachers (and peers) with whom they are never "on the same wave length." A Point Three student always focused on task and getting on with their own agenda will realize why (for example) they are impatient with Four teachers who want to spend time processing feelings and reaching authentic understandings, or Five teachers who keep on giving more and more details until the interconnections of the "big picture" become evident.

Group Dynamics

A knowledge of the Enneagram Types on the part of the teacher and the student immeasurably enhances classroom interactions. The Enneagram offers a common, neutral framework and a common, neutral vocabulary for a dialogue on differences. Whether working one-on-one, in small groups, or with the class as a whole, again and again the Enneagram system helps us understand ourselves and others in all areas of our lives.

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